

Fine Arts Scope and Sequence

Music I

Subject	Grade	6 Weeks	Estimated Time Frame
Music I - Beginning Choirs (Boys/Girls)	9, 10, 11	5 ^h	Continuous learning throughout year
TEKS / Student Expectations:		Examples / Specifications:	
<p>(I.2A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature</p> <p>(I.2B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures</p> <p>(I.2C) exhibit and explain appropriate small- and large-ensemble performance techniques for formal and informal concerts</p> <p>(I.6C) practice informed concert behavior during live performances in a variety of settings</p>	<p>In-class recording evaluations; Mid-Semester Concert; UIL Concert and Sightreading Contest (if applicable)</p>		
<p>(I.1A) identify melodic and harmonic parts when listening to and/or performing music</p> <p>(I.1B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology</p> <p>(I.2A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature</p>	<p>Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition</p>		
<p>(I.1C) compare and contrast elements of music through literature selected for performance and/or listening</p> <p>(I.5A) listen to and classify music by style and/or by historical period</p> <p>(I.5B) identify and describe the uses of music in society and culture</p> <p>(I.5D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music</p>	<p>Mid-Semester/UIL Concert program sequencing; Examination of poetry and composer bias when setting text to music; Examine hallmark characteristics of performance literature and classify</p>		

Fine Arts Scope and Sequence

Music I

(I.6A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances (I.6B) evaluate musical performances by comparing them to exemplary models	Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation
(I.3A) sight-read ensemble parts (I.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters (I.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances	Sightread and learn music for performance in Spring Concert Performance
Language of Instruction:	Instructional Resources / Textbook Correlations:
Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods (Renaissance, Baroque, etc.)	UIL / Mid-Semester Concert Repertoire <i>Experiencing Choral Music</i> , Beginning Level <i>90 Days to Sightreading Success</i> Folksongs for Sightreading - Oxford Past UIL Sightreading Room Pieces for Sub Non-Varsity Choirs
	Weblinks / Other Resources:
	Choral Public Domain Website (www.epdl.org) Choralnet (www.choralnet.org) CEDFA
External Assessment:	Local Assessment:
Public Performance UIL Concert and Sightreading Adjudication	Consistent authentic assessment of individual student performance and corporate choral performance Individual Sightreading Performance Assessment
Best Instruction:	
Warm-ups and vocalizes with direct correlation to performance literature Solfege exercises to enhance proficiency, agility Program repertoire to reflect meaningful thematic units Efficient Choral Rehearsal	